

# Educational Paradigm and Philosophy in the Field of English Education for Human Resources Development

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**Abstract :** The main objective of this research is to reflect on the roles and functions of English language trainers or lecturers as educators and coaching as educational practice. This study uses an educational philosophical approach. English education trainers are professionals who have the skills to train and teach English to students or learners. Nonetheless, coaching in the field of English language education is generally considered an educational practice. This research is based on five paradigms in learning English including pragmatic, idealistic, positivist, existentialist and socio-critical in building a questionnaire in research. We find that these five paradigms have an effect on the results of English language training.

**Keywords:** Training and Education Development, English Language, Trainers, Educators

**JEL Classification :** C40J24,O10

## 1 INTRODUCTION

In everyday life, humans as social beings certainly cannot be separated from communication, this is done to meet needs, while the tool used in interacting in communicating is language. Language is a set of signs used to communicate, the sign or symbol used is a symbol that has been convicted, agreed as a language that has clear references. It is inevitable that language is something very important for humans because with the language we can find out the information we need, besides that we can convey our ideas and ideas through language, through the language of human civilization can develop. Therefore, we must be able to master the language and its constituent elements as well as the elements needed in language, such as vocabulary, structure, discourse and so on. Language emerges and develops due to interactions between individuals, interactions between groups and the occurrence of cultural assimilation, language development appears

marked by the emergence of new terms that are agreed upon and used in the language community.

Language teaching in one country and another can be differentiated based on the position of the language in that country, for example, teaching English as a second language will certainly be different from teaching English as a foreign language in a country. Language is very important to pay attention to teaching methods and goals so that the goals and functions of language can be achieved without neglecting existing cultural values. To study how language is taught, it is necessary to know the philosophical foundation of language education so that in determining the learning process and objectives based on its philosophical foundation, so that the learning process and language teaching are not ambiguous and do not overlap and can obtain positive cultural values and the goodness of the teaching process. in the context of realizing the progress of the nation, especially in education and building human resources through mastery of the English language by maintaining the existing national culture. The philosophical foundation becomes important so that the essence of language teaching can be achieved in strengthening the values that universally already exist on the existing philosophical foundation.

English professionals should help students to develop and master English language skills well. Educators need to understand their role as human capital developers in their respective fields. Education is a major phenomenon in human life, adults help children grow and develop into adulthood. Since the beginning of life, humans have carried out educational actions based on experience. The term essence can be interpreted as a feature or characteristic of something so that it can be distinguished from others. The nature of education expressed by experts varies from one opinion to another. These differences occur because of differences in the philosophical goals that underlie them. The essence of education can change according to the times.

Education requires all the natural forces that exist in children so that they as humans and as members of society can achieve the highest sense of security and happiness. Education in a certain sense which is very broad is the whole social process that brings a person into cultural life. Meanwhile, education in a more formal and narrow sense in schools is a special institution formed to instil skills, knowledge and values in the subjects of students. Education is also defined as human activities and efforts to improve their personality by using their personal potential, namely spirituality (thoughts, intentions, feelings, creativity, and conscience). Education is an institution that is responsible for determining the ideals (goals) of education, content, education systems and organizations. These institutions include families, schools and communities. Education as an effort to

humanize young people, which is a process of hominization and humanization (the adoption of young humans to the human level) is of such a high level. The adoption of a young human to the human level is an educational process, which takes various forms and forms. (Kang, et al., 2017). In accordance with the theory of reflective critical thinking which is rooted in pragmatism, a person can start to become a reflective professional in the field of English education only when he fully realizes that he has a role and responsibility in developing the skills and practice of English of his students so that they can learn by well and get good guidance (Green, 2012).

Lack of early education and further education of educators is the reason that educators or prospective educators (lecturers) are not accustomed to reflecting on their worldview. For this reason, they often do not have a clear idea of the philosophical context of their training and its meaning. Perennialism is an educational philosophy that is understood to guide individuals to the high and main truths of freedom (doctrine, ethics and religious salvation). In this case, using a trial and error method to obtain propositional knowledge. both secular perennials who hold on to old philosophical ideas coined by Plato and Aristotle as ancient philosophical figures. This principle directs a literary approach to learning as well as the rational use of seminars and discussions as an effective way to study and learn what is best for the world. Perennialism sees individuals being led to read knowledge material directly from original source books as well as modern texts. The supervisor functions to formulate problems which are then discussed and concluded by the class. Thus, with a critical and democratic climate built-in community culture, individuals can know their own opinions while respecting differences in existing thoughts (Phillip, et al., 2019).

In developing the development of a country, education is very important, this is related to how the capabilities and competencies of human resources as actors of development, so that, a country means supporting development if a country pays attention to education as the main concern in the development of a country, because it is developed- the decline in the development of a country or a government can be seen from its progress in the education sector. Education is a conscious and planned effort to develop all the potential that students have through the learning process. Education aims to develop children's potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and to have the necessary skills as members of society and citizens. Education is an effort to encourage the growth of character (inner strength, character) character and child development. Character is formed from the awareness of carrying out agreed norms and customs so that morals cannot be separated from the norms that exist in society. Morals or morals are generally associated with religious or social norms. Awareness of

the importance of roles and responsibilities as educators in English education has an impact on the success of educators in delivering their students to become strong individuals and have good English skills.

Humans speak to communicate, Humans use signs in the form of sounds and letters. The two of them are certainly not randomly spoken or written. there are rules that must be obeyed so that the sign is understood by others. These rules are code which in linguistics is called grammar or grammar. Sounds and writings are used according to the rules used by the community in the same cultural context. Thus, language is also called a social semiotic system. Language education practitioners such as teachers, for example, are more concerned with how students can use language in social interactions, namely language as communication, although teachers can take advantage of relevant psycholinguistic research results. It is not surprising that research or works related to language education are more concentrated on practical aspects that can be immediately useful in everyday life and are easy to observe.

## 2 LITERATURE REVIEW

In English education, English teachers are teachers communication, it is not just subject teachers who impart knowledge. So that professional English teachers or trainers must consciously understand their role as communicators and train their students to become communicators with good English. Language is a source used by the community as a means of social interaction. The implication is that people who live alone will not be able to speak; to be able to speak requires the presence of other people (Rich, 2014). Philosophically, humans spend most of their time communicating by using various signs society understands because every sign system has its rules. The science that explains communication with a system of signs is called semiotics. The signs used by humans are usually not used by individuals but are agreed upon by a group of people who use the same signs. Then the sign system is social, so it is also called social semiotics. Language can be used properly by humans in such a way that normal humans cannot live in a society without language. To communicate in foreign languages with our foreigners forced to work harder due to cultural differences means that what we know is not a guarantee that foreigners will know it. To ensure shared knowledge, we need a longer process that is sometimes marked by incomprehension.

Orientation is a tendency and preference for educational actions that are oriented towards a particular model of development in the field of English education. The model is a frame of reference for the strategies and methods applied by trainers in the field of English education to train their students. A research analysis of the philosophy of English education and the scientific literature on

pedagogy allows the identification of five basic teaching and learning paradigms associated with the major philosophical movements of culture, namely:

- 1) pragmatic paradigm;
- 2) idealist paradigm;
- 3) realist / positivist paradigm;
- 4) existentialist paradigm;
- 5) the social-critical paradigm.

Every communication event occurs in the context of a situation. From the point of view of the language of discourse, it means that the text produced in a real communication event or the text produced by the context. Understanding of the text is largely determined by our understanding of the context in which the text is used. To understand discourse, people need to have background knowledge about the topic being discussed or the context of the conversation, about how a communication event is structured or structured, and how the messages in the text are arranged so that the text can be understood easily. All of this is important to remember that a text must be a representation or record of context. To be a good representation or record, the language used in the text must be grammatical in accordance with the expectations of the language user. A text always has a communicative purpose and this goal can only be achieved if the creator of the text pays attention to the context, text structure, and correct grammar. In the process of teaching language students also need to have knowledge of what the teacher will do. So an important stage that cannot be overlooked by the teacher is the stage of building knowledge of the field or building contexts such as vocabulary recognition, sentence patterns and so on. The philosophy of education in the field of English education as applied to the practice of coaching in the field of English education. Undoubtedly, the main area of this philosophical research is in relation to the values of education. To be clearer, this philosophy considers values and ethics to be central to its research field (Lokesh, 2019).

In the classroom, teachers and students from one community as well. To build a certain communicative competence (which is in the competency standard) requires knowledge of vocabulary, idioms, and other knowledge. Lessons may not run smoothly as expected if the teacher 'goes straight' to a higher stage with shortcuts. For example, to make students chat, they immediately monitor the conversation, and after that, it is tested to see whether the students have been able to demonstrate well. If this happens, students who are smart will probably get high scores while students who are actually more able to communicate naturally will get less because they are not memorizers. Memorizing is not a wrong activity, but solving problems is developing communication competence in the existing context. Memorizing phrases or expressions that are everyday expressions or expressions is highly recommended not only for students but also for teachers. These expressions are later used in

real communication according to the context. The ability to use correct expressions according to context is an indicator of developing competence.

Educational objectives are a set of educational outcomes achieved by students after the implementation of all educational activities, namely teaching guidance or training directed to achieve these educational goals. In English education philosophically aims to help students understand English and have language skills and communicate using English. The ability to speak English is important to be developed by students in their life. English itself can help students understand and communicate with foreigners who use English. Education is a mechanism to develop human knowledge. knowledge is information that someone is aware of. Learning English is a rational reason for students because English is an international language. Of course, English is one of the most widely spoken languages in the world. When studying a language or linguistic skills, the human brain will continue to work actively. So that learning a foreign language such as English can improve brainpower. An educator in the field of English education realizes that the possible lack of ethics and values in fostering the field of English education is not due to the field of English education as a practice itself but because of external, exogenous, and extrinsic factors that are the responsibility of the community (Jin, 2020).

English courses or training should of course provide benefits for students. Learning English, students will automatically learn about global culture. Thus, students will broaden their horizons towards a very diverse culture outside. By mastering English, students will also learn how to express themselves in front of others through words. Positive cultural assimilation to further increase the selling value of students when applying for jobs or developing independent businesses. The first benefit that students will get if they take English courses is the opportunity for students to get higher benefits than students who do not take English courses. It is an important point in practising English teaching that students should benefit more than those who do not attend the course. Philosophically, English language courses or training aims to improve student's abilities in English. It must be said that self-awareness of one's own practices and experiences when working in the field of English language education is a fundamental requirement for understanding the values of the field of English education (Rez & Mar, 2020).

### 3 RESEARCH OBJECTIVE AND METHODOLOGY

This study uses two phases of research. The first phase of research uses a hermeneutical approach which consists of an epistemological analysis of the conceptual paradigm. As is well known, the epistemology of science popularized the concept of paradigm, used as a tool to analyze

scientific and scientific theories, which are interpreted as a set of understandings, myths and ways of interpreting the world as well as solutions to existing problems.

In the Kuhn paradigm theory, science and science can actually be discussed and researched using a variety of ways and perspectives or multidisciplinary methods to get the best results. Kuhn rejected the views of thinkers based on positivism thinking where positivism thought that there was only a single truth. Kuhn offers a new way of thinking, which is a paradigmatic way of thinking which according to him will also be able to embrace and cover the wider scientific world. Kuhn rejected the positivistic-neopositivistic viewpoint and the processes of accumulation, evolution and elimination in the development of science. Where According to him, the positivistic view considers that science is objective, universal, and neutral, which is a narrowing of the definition. Positivism also convicts the scientific and unscientific criteria of a theory or proposition through the principle of verification. Positivism thinking emphasizes the validity of natural laws and social laws that are universal which can be established by reason. According to Kuhn, the paradigm of science is a theoretical framework, or a way of looking at and understanding nature, which has been used by a group of scientists as their worldview. The function of the scientific paradigm is as a lens through which scientists can observe and understand scientific problems in their respective fields and scientific answers to these problems. Then the scientific paradigm can be considered as a cognitive schema that is shared. This cognitive schema serves as a way to understand the natural environment and understand the scientific realm. Science develops when the scientific community leaves the scientific paradigm that has been accepted because of the inability of the old paradigm to answer new problems. For Kuhn science will continue to develop in proportion to the discovery of new facts. Because the development of science is formed with the assumption that the prevailing theory is no longer relevant or works well. Therefore, Kuhn saw science as an exploratory work that made it continuous. Like politics and other human practices, science is also contingent on history and the scientific community so that the truth of scientific meaning changes revolutionarily as in politics. (Richards & Daston, 2016).

Pedagogical paradigm always correlates with the concept of "orientation" and "model". Orientation is a tendency and preference for educational actions that are oriented towards a particular model of development in the field of English education. The model is a frame of reference for the strategies and methods applied by trainers in the field of English education to train their students. A research analysis of the philosophy of English education and the scientific literature on pedagogy allows the identification of five basic teaching and learning paradigms associated with the major philosophical movements of culture,

namely:

- 1) pragmatic paradigm;
- 2) idealist paradigm;
- 3) realist / positivist paradigm;
- 4) existentialist paradigm;
- 5) the social-critical paradigm.

This study uses the five paradigms above in understanding and developing research results.

This study uses a Likert scale-based research tool centred on a scoring system of 1 to 5 which aims to detect the level of approval or disagreement of research subjects by referring to the items contained in the questionnaire. To ensure the results of the objective research, three stages of validation were carried out through two phases of research, namely the first phase using a questionnaire where the questionnaire was sent electronically and given directly to the training sample of trainers in English education in the cities of Jakarta and Surabaya. To validate the results of the questionnaire, we conducted online interviews of study subjects to verify the formal clarity and consistency of the questionnaire from their point of view. The interviews also aimed to verify whether the scores added by each coach with reference to each paradigm actually revealed their preferences and orientation towards the way of thinking and the model of teaching behaviour implicit in each philosophical paradigm.

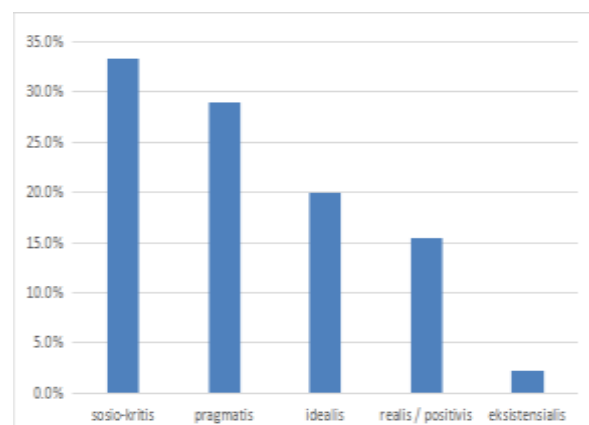
The second stage is the stage of mathematical measurement through quantitative methods using statistical tests carried out on the questionnaire items being tested. The results of statistical tests are presented in graphs or diagrams so that they can be understood. We conducted two tests with a sample of 20 English trainers or educators in Surabaya and 25 English trainers or educators in Jakarta. To strengthen the research results, triangulation was carried out using a random sample of 125 English trainers or educators in Surabaya and Jakarta. The triangulation results show that the test results are valid. In conducting triangulation, research subjects were randomly selected and received the same treatment as previous research subjects, then recorded and recorded the responses of each research subject. From the results of recording and recording collected and carried out mathematical and statistical measurements so that the validity of previous research results can be known.

Participants or research subjects were given questionnaires electronically and given 30 minutes to complete. Furthermore, an online interview was conducted to validate and confirm the results of filling out the questionnaire. The results of the interview were recorded and recorded after which mathematical calculations were carried out and presented in graphical form.

## 4 RESULTS AND DISCUSSION

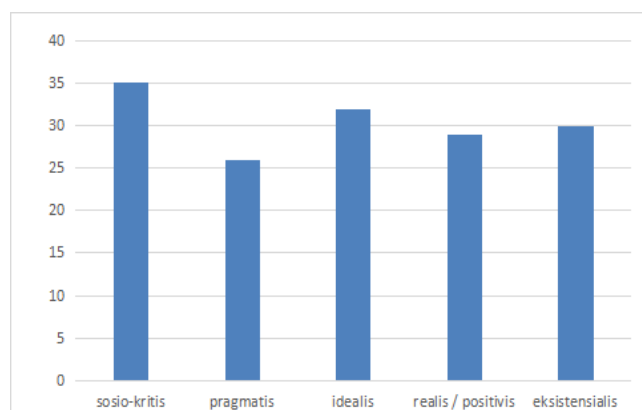
Research focuses on five paradigms and is carried out consistently and the same for every research subject. The results of the study were questionnaire data. The data from the questionnaire shows the prevalence of two main paradigms: socio-critical (33.3%) and pragmatic (28.9%). Other preferences are distributed this way: idealist paradigm (20.0%); realist / positivist paradigm (15.5%); existentialist paradigm (2.2%).

Figure. 1. Preference of research subjects for each paradigm



Based on the research results presented in Figure 1, it shows that the socio-critical and pragmatic paradigms occupy the majority of the results which are the paradigms of the research subjects. Research subjects have varying ages and varying paradigms. So that it can be seen the impact or influence of age on the paradigm possessed by research subjects. The data revealed that, although the mean age was 31.0 years, English trainers preferred the idealist paradigm and the socio-critical paradigm (mean age = 35.3 and 32.6 years, respectively) older than three year. Another group of trainers preferred pragmatics (mean age = 26.8 years), realists (mean age = 29.7 years), and existentialists (30 years). The results of the mathematical measurement are presented in Figure 2 below.

Figure. 2. Average age of research subjects



From the research and triangulation results, there is an influence of age with one's paradigm which is presented in Figure 2. Where English language trainers who are under 30 years old are more likely to be pragmatic and realistic than trainers or teachers who are over 30 years old. Senior teachers tend to be more idealistic and socio-critical. Of course, the results of this study need to be repeated to be triangulated and corrected.

It is likely that the results of the research will be different when it is carried out in the next 10 years. Because the human mindset can change and different generations tend to have a different frame of mind. This requires continuous testing as explained by Kuhn in his paradigm theory which is the basis of this research. The difference in the paradigm of a trainer or teacher of English certainly forms a difference in conducting training and teaching English to students. This tends to follow the paradigm that is adopted regardless of the academic results of the students. The teacher or trainer paradigm itself has an impact on the results of the training which can be seen from the character and knowledge formed from the students being taught. This is in line with the results of the questionnaire and interview.

## 5 CONCLUSION

This research is based on five paradigms in learning English including pragmatic, idealistic, positivist, existentialist and socio-critical in building a questionnaire in research. These five paradigms have an effect on the results of English language training.

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